



Indiana High Ability Language Arts Units - Grade 1
Signs and Symbols: Connections for Making Meaning
Classroom Management – May 2015

Lesson Number	Suggestions for Facilitating Grouping
Lesson 3: Cryptographic Connections	<p>Invite all students who would like support deciphering and enciphering words using the Caesar Cipher Wheel to sit with you in a group. As students feel comfortable with the process, they may leave the large group. Students capable of completing this work without any teacher help can choose to work independently, with a partner, or with a small group. This one-location “support group” will eliminate the need for the teacher to walk around and help individuals or partners, one at a time, while other kids are waiting for the same help.</p>
Lesson 5: Connecting Letters and Language	<p>The Word Ladder puzzles included in the lesson are increasingly difficult. Invite all students needing support solving these puzzles to sit with you, and begin with the least challenging puzzles, working together as a group. As students feel comfortable with the process, they may leave the large group and continue on their own or with a partner. Students capable of working on these puzzles without any teacher help can choose to work independently or with a partner and can progress through the levels at their own pace as far as they are able to go. If capable students are ahead of the “support group” and need help with a more challenging puzzle, instruct them to collaborate with a similar-ability partner. This one-location “support group” will eliminate the need for the teacher to walk around and help individuals or partners, one at a time, while other kids are waiting for the same help.</p>
Lesson 6: Alphabet Acrobats – Magical Connections	<p>The anagram puzzlers included in the lesson are increasingly difficult. Invite all students needing support solving these puzzlers to sit with you, and begin with the least challenging 3-letter puzzlers, working together as a group. As students</p>

	<p>feel comfortable with the process, they may leave the large group and continue on their own or with a partner or small group. Students capable of working on these puzzles without any teacher help can choose to work independently or with a partner and can progress through the levels at their own pace as far as they are able to go. If capable students are ahead of the “support group” and need help with a more challenging puzzler, instruct them to collaborate with a like-ability partner. This one-location “support group” will eliminate the need for the teacher to walk around and help individuals or partners, one at a time, while other kids are waiting for the same help.</p>
Lesson 7: Leaving Letters Out - Lipograms	<p>Depending on the amount of support students need, rewriting lipogram summaries can be done as a whole class or students who feel like they need help can work with the teacher in a group, while the others needing less support work outside of the “support group” with a partner or small group. In addition, adjust the challenge level appropriately by choosing a frequently used letter for students needing a greater challenge (i.e., E, T, A, O, and I), a somewhat frequently used letter for students needing a middle challenge level (i.e., N, S, H, R, and D), or a less frequently used letter for students needing a lower level of challenge (i.e., L, C, U, M, and W).</p>
Lesson 8: Connecting Words and Numbers – Text Talk	<p>For students needing more support, read <i>Wumbers</i> aloud to the whole class and complete Handout 8.3 together, while students follow along in their “workbook.”</p>
Lesson 9: Poetry, Punctuation, and Friendly Connections	<p>Follow the differentiation grouping advice included in Lesson 9 based on the time of year the unit is taught and/or the reading ability of students when deciding how to read and analyze the Richard Armour punctuation poems:</p> <ul style="list-style-type: none"> ○ four large groups, each with one strong reader and one of the four poems ○ six to eight small groups, each with one strong reader and one of the four poems (some groups will have the same poem) ○ one of the two groups mentioned above with a parent volunteer or an upper-grade “buddy” to help with the reading

	<ul style="list-style-type: none"> ○ a whole-class group with the teacher reading and discussing all of the poems as students follow along with the copy in their “workbooks” and the class choosing one poem for the whole group to analyze together using the Reading Analyzer
Lesson 10: Picture Puzzles - REBUS	Allow your top readers/thinkers to partner read <i>The Fantastic 5 & 10 Cent Store: A Rebus Adventure</i> by J. Patrick Lewis. They will enjoy solving the REBUS puzzles independently. Organize the rest of the students together and read the story aloud to them, solving the REBUS words together.
Lesson 11: Connecting Clues – Hieroglyphics Research	For students needing more support analyzing and applying information from the hieroglyphic chart and using that information to create a name cartouche, designate an area where the teacher sits with those students and helps them as they are working. The students who feel capable of doing this activity independently should be encouraged to do so.
Lesson 12: Passion and Perseverance – Creative Problem Solving	An alternative to dividing students into small groups for the Creative Problem Solving activity is to complete the process together as a whole class.
Lesson 14: Rhyming Riddles	Designate an area where the students who need support creating and writing rhyming riddles can sit with the teacher for help as they are working. The students who feel capable of doing this activity independently should be encouraged to do so.
Lesson 15: Lovely letters – Connecting Art and the Alphabet	If students are not ready to partner peer-assess paragraphs, ask for a volunteer(s) to submit a paragraph(s) for whole-group assessment. Use a projected copy of the Persuasive Writing Rubric (Handout 15.6) to assess the submitted paragraph(s) together as a whole class.